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ABSTRACT

A survey was conducted jointly by the American Association of School Administrators (AASA) and the Allstate Insurance Company to obtain the opinions of public school system administrators in order to contrast their views with those of 404 executives in the largest U.S. corporations. A questionnaire, mailed to 1,000 district superintendents who were members of AASA in December 1989, brought a return rate of 38.5 percent (385 responses) by January 1990. Among the findings were the following: 86 percent of the school administrators were from cities with populations under 500,000, whereas only 22 percent of the corporate executives were from such smaller cities; school administrators gave the public education system a B minus, whereas executives gave it a C minus; school administrators are quite optimistic about the trend toward improvement in public education, but executives were far less optimistic; administrators identified current educational problems as having to do with the role and structure of today's families, and executives blamed lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated students, and low academic standards; administrators perceived that the things most frequently done by companies to assist schools were contributing materials or equipment, offering summer or part-time jobs, and contributing money. Administrators perceived far less activity than the executives claimed on behalf of their companies. (An appendix more than half the document, includes data tabulations and copies of the questionnaires for school administrators and corporate executives.) (CML)

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**VIEWS OF U.S. PUBLIC SCHOOL
ADMINISTRATORS ON THE STATUS
OF U.S. PUBLIC EDUCATION AND
THE ROLE OF CORPORATE AMERICA**

**MARKET RESEARCH DEPARTMENT
ALLSTATE RESEARCH & PLANNING CENTER**

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**PH89-46
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**REACTIONS TO THE AMERICAN
PUBLIC EDUCATION SYSTEM**

**A Study Conducted Jointly by
THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
and
ALLSTATE INSURANCE COMPANY**

January, 1990

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INTRODUCTION

This report summarizes the results of a survey conducted jointly by the American Association of School Administrators (AASA) and the Allstate Insurance Company.

Its purpose was to learn the opinions of public school system administrators regarding

the QUALITY OF THE AMERICAN PUBLIC EDUCATION SYSTEM at present,
PERCEIVED DIRECTIONS OF CHANGE, past and future,
FACTORS RESPONSIBLE for current problems and INDICATED SOLUTIONS,
the IMPACT ON U.S. COMPANIES of public education problems, and
the PERCEIVED ROLE OF U.S. COMPANIES, present and future.

In order to obtain this information, a questionnaire was mailed on December 13, 1989, to a sample of 1000 district superintendents who were members of the AASA. Returns were accepted through January 15, 1990. By this date, 385 responses (38.5%) had been received.

The questionnaire, which is reproduced in the Appendix, parallels closely the one used in a joint survey conducted by Fortune Magazine and Allstate Insurance in the Spring of 1989, among 404 executives in America's largest corporations (Fortune 500 industrial companies and Fortune 500 service companies). That questionnaire is also appended so that the necessary minor differences in question wording may be seen.

This report will compare the opinions of the corporate executives from the earlier survey with those of the school administrators reached in this more recent survey. In interpreting these comparisons, one particular difference between the two samples seems worthy of note. Eighty six percent of the school administrators responding were from cities with populations under 500,000. In contrast, only 22% of the corporate executives were from cities of this smaller size. Moreover, 59% of them were from larger cities of one million or more.

SUMMARY OF FINDINGS

QUALITY OF AMERICAN PUBLIC EDUCATION

The majority of school administrators think the American public education system is doing a good or very good job, and would give it a grade of B-; very few, however, rated the job as excellent or gave it an A. Further, they are aware of high drop-out and functional illiteracy rates.

The opinions of administrators contrast quite sharply with those of corporate executives who tended to rate the job as only fair and to give a grade of C-.

PERCEIVED DIRECTIONS OF CHANGE

School administrators are quite optimistic about the TREND toward improvement in public education. About three fourths of them believe public education is better now than ten years ago, and about the same proportion think that it will be better in the year 2000 than it is now.

Corporate executives were much less sanguine about the current state of affairs vs. ten years ago, with about two thirds of them believing that education had become worse over that time. They are more optimistic than this about the ten years ahead, but they remain far less optimistic about the future than administrators.

FACTORS RESPONSIBLE & SOLUTIONS INDICATED

The factors cited most often by school administrators as being responsible for current educational problems had to do with the role and structure of today's families (parents not involved, more single parents, more divorces), low student motivation, state or local budget cuts, and low teacher motivation. About one third mentioned a lack of business involvement.

Corporate executives, on the other hand, are much more likely to place the blame on lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated (etc.) students, and low academic standards.

Among administrators, the most frequently cited solutions to education problems include getting parents more involved, making teachers more accountable for student performance, and increasing student motivation. More than four out of ten said more business involvement.

These solutions are also frequently offered by executives, but they also want more emphasis on teaching basic skills, raising academic standards, and increasing teachers' training levels.

IMPACT OF PUBLIC EDUCATION PROBLEMS ON U.S. COMPANIES

Most administrators think that U.S. companies are concerned about education problems, but they don't perceive as high a level of concern as executives claim on behalf of their companies. The majorities of both groups agree that it is difficult for companies to find/hire employees with good basic skills.

Administrators are much more likely to think the problem of finding/hiring such employees has become worse in the past ten years than they are to think it has improved; they are about equally divided as to whether the problem will get worse or better in the ten years ahead.

Executives feel much more strongly than administrators that the problem of finding/hiring employees with good basic skills has become worse and is going to continue to get worse.

PERCEIVED ROLE OF U.S. COMPANIES

Administrators perceive that the things most frequently done by companies at this time are contributing materials/equipment, offering summer/part-time jobs, and contributing money. In general, they perceive far less activity than the executives claim on behalf of their companies. This is especially true for encouraging employees to teach courses and to tutor.

When asked what they thought the appropriate role for U.S. companies should be in helping overcome educational problems, administrators most frequently mentioned activities which would not bring people from business INTO the schools, such as supporting tax increases, contributing materials/equipment, and offering jobs to students.

Although executives also give high priority to contributing materials/equipment and offering jobs (but not supporting tax increases), they differ from administrators in that they give much higher priority to encouraging employees to serve on school boards and to teach courses. Interestingly, 82% of these executives believe companies should be contributing money, vs. only 61% of the administrators.

Administrators believe that companies should be willing to contribute at all educational levels. However, they mentioned vocational school most often and graduate school least often.

Corporate executives also believe that there should be contributions at all levels, but there are striking differences in their priorities. They see contributions at the college level as much more appropriate and contributions at the levels below high school as much less appropriate than do administrators. Further, they place a low priority on vocational schools, which was highest among the administrators.

When asked to assess the OVERALL effects to date of U.S. companies' efforts to help improve the quality of public education in their areas, only 28% of administrators said that companies have made at least a fair amount of difference (with only 3% saying companies had made a big difference).

Only about one in five of the corporate executives thinks his/her companies' efforts have made any difference.

DISCUSSION OF FINDINGS

QUALITY OF AMERICAN PUBLIC EDUCATION

The majority of school administrators think the American public education system is doing a good or very good job, and would give it a grade of B-; very few rated the job as excellent or gave it an A.

As shown below, these answers contrast quite sharply with those of corporate executives who tended to rate the job as only fair and to give a grade of C-.

"How good a job do you think the American public education is doing at turning out an educated population?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
Excellent	5	-
Very good	42	2
Good	44	21
Fair	8	55
Poor	1	22

"If you were asked to grade the American public education system, what grade would you give it?"

	<u>%</u>	<u>%</u>
A	7	-
B	48	7
C	23	54
D	2	34
F	-	5

On average, school administrators think that our system is somewhat better than England's and definitely better than that of the Soviet Union. They are about equally divided as to whether our system is better or worse than Japan's.

In contrast, corporate executives think that our system is not as good as England's, inferior to Japan's, and only a little better than the Soviet Union's.

"How do you think the American public education system compares with the education system in each of the following countries?"

	<u>Percent of Respondents</u>	
	<u>School</u>	<u>Corporate</u>
	<u>Administrators</u>	<u>Executives</u>
<u>ENGLAND</u>	2	2
U.S. better	51	13
Same	29	28
U.S. worse	6	49
No idea	14	10
<u>JAPAN</u>		
U.S. better	36	3
Same	19	2
U.S. worse	33	92
No idea	12	5
<u>SOVIET UNION</u>		
U.S. better	70	34
Same	7	11
U.S. worse	6	24
No idea	17	31

School administrators and corporate executives are in close agreement on the high school drop-out rate, with the largest segment of each group believing that it is 20-29%.

They also agree fairly closely on the level of functional illiteracy in our adult population, with most of each group believing that 10% or more of our adults are functionally illiterate.

"About what percent of students drop out before finishing high school?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	2	2
Less than 10%	9	3
10%-19%	28	27
20%-29%	40	40
30%-39%	18	20
40% or more	4	7
No idea	1	3

"About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension?"

	2	2
Less than 5%	5	3
5%-9%	19	15
10%-14%	30	28
15%-19%	19	21
20% or more	23	30
No idea	4	3

While most administrators think that fewer than 10% are unable to read their high school diplomas, over half of the executives interviewed believe that 10% or more are unable to do so.

"About what percent of high school graduates are not able to read their diplomas?"

	49	8
Less than 5%	21	25
5%-9%		
10%-14%	15	25
15%-19%	8	14
20% or more	4	15
No idea	3	3

About two thirds of the administrators think that their state has been effective in implementing public education reform initiatives. About the same proportion of executives think their states have NOT been effective.

How effective do you think the state in which your school is located has been in implementing public education reform initiatives?

	<u>Percent of Respondents</u>	
	<u>School</u>	<u>Corporate</u>
	<u>Administrators</u>	<u>Executives</u>
	<u>%</u>	<u>%</u>
Very effective	18	2
Fairly effective	50	25
Not too effective	23	48
Not at all effective	8	16
No idea	1	9

PERCEIVED DIRECTIONS OF CHANGE

School administrators are quite optimistic about the TREND toward improvement in public education. About three fourths of them believe public education is better now than ten years ago, and about the same proportion think that it will be better in the year 2000 than it is now.

Corporate executives were much less sanguine about the current state of affairs vs. ten years ago, with about two thirds of them believing that education had become worse over that time. They are more optimistic than this about the ten years ahead, but they remain far less optimistic about the future than administrators. Only 43% of the the executives felt that American public education will be getting better.

"How good do you think American public education is now compared with ten years ago?"

	<u>Percent of Respondents</u>	
	<u>School</u>	<u>Corporate</u>
	<u>Administrators</u>	<u>Executives</u>
	<u>%</u>	<u>%</u>
Much better now	27))
	173) 11
A little better	46))
About the same	19	25
A little worse	7))
) 8) 64
Much worse now	1))

"How about ten years from now--around the year 2000--how good do you think American public education will be compared with how it is now?"

Much better in 10 years	28))
	175) 43
A little better	47))
About the same	14	25
A little worse	6))
) 8) 26
Much worse in 10 years	2))
No idea at all	3	6

FACTORS RESPONSIBLE & SOLUTIONS INDICATED

The factors cited most often by school administrators as being responsible for current educational problems had to do with the role and structure of today's families (parents not involved, more single parents, more divorces), low student motivation, state or local budget cuts, and low teacher motivation. These are *'d in the table below. About one third (35%) mentioned a lack of business involvement.

Corporate executives, on the other hand, are much more likely to place the blame on lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated (etc.) students, and low academic standards.

*Which factors do you think are most responsible for the problems of the American public education system?

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
FAMILIES		
Parents not involved enough	81*	95
Increased % of low income households	50	28
Increased % of non-English speaking hh's	28	31
Higher divorce rate	67*	38
Increased % of single parent households	74*	53
STUDENTS		
Poorly motivated students	75*	76*
Poor student study habits	59	66*
Poorly disciplined students	55	75*
Student drug abuse	50	43
Student alcohol abuse	47	32
SCHOOL SYSTEM		
Cuts in state or local budget	67*	26
Cuts in Federal budget	40	17
Not enough emphasis on basic reading, writing and math skills	39	85*
Low academic standards	36	72*
Not enough business involvement	35	NA
Schools have not been pushed to improve their standards	30	69*
Not enough pre-school facilities	28	22
Poor school boards	21	33
Poor school administrators	11	44
Not enough emphasis on elective subjects	7	3
Not enough emphasis on special education programs	1	NA
TEACHERS		
Inadequately trained teachers	27	60*
Not enough teachers	18	27
Undermotivated teachers	62*	80*

* = Individual responses given by 60% or more

Among administrators, the most frequently cited solutions to education problems include getting parents more involved, making teachers more accountable for student performance, and increasing student motivation. More than four out of ten said more business involvement.

These solutions are also frequently offered by executives, but they also want more emphasis on teaching basic skills, raising academic standards, and increasing teachers' training levels.

"Which things do you think would do the most to improve the American public education system?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
FAMILIES		
Get parents more involved with students	90*	89*
Get parents more involved with schools	69*	71*
STUDENTS		
Motivate students more	68*	82*
Improve student study habits	59	55
Offer programs to meet student needs	47	NA
Discipline students more	39	50
Reduced class sizes	31	NA
SCHOOL SYSTEM		
Raise academic standards	47	80*
Require a longer school year	46	52
More business involvement	44	NA
More emphasis on basic reading, writing and math skills	43	87*
Better career guidance/job counseling	40	36
More enough pre-school facilities	34	25
Better school boards	26	34
Require a longer school day	23	25
Better school administrators	22	49
Let parents freely choose child's school	11	35
Give out more homework	8	22
More emphasis on elective subjects	7	4
TEACHERS		
Make teachers more accountable for student performance	74*	80*
Increase teachers' social status	54	47
Eliminate tenure for teachers	52	47
Increase teacher salaries	49	58
Increase teachers training in subjects they teach	47	62*
Fewer students per teacher	33	37
Involve teachers in running the schools	27	23
Increase number of teachers	18	23

* = Individual responses given by 60% or more

IMPACT OF PUBLIC EDUCATION PROBLEMS ON U.S. COMPANIES

Most administrators think that U.S. companies are concerned about education problems, but they don't perceive as high a level of concern as executives claim on behalf of their companies. The majorities of both groups agree that it is difficult for companies to find/hire employees with good basic skills.

"How concerned do you think U.S. companies are about the problems of the American public education system?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	2	2
Very concerned	32	51
Fairly concerned	48	36
Not too concerned	18	12
Not at all concerned	2	1

"How difficult do you think it is for U.S. companies to find and hire new employees with good basic education skills?"

Very difficult	7	9
Fairly difficult	51	49
Not too difficult	39	39
Not at all difficult	3	3

Administrators are much more likely to think the problem of finding/hiring such employees has become worse in the past ten years than they are to think it has improved; they are about equally divided as to whether the problem will get worse or better in the ten years ahead.

Executives feel much more strongly than administrators that the problem of finding/hiring employees with good basic skills has become worse and is going to continue to get worse.

"Do you think that U.S. companies are finding it more difficult or less difficult now to find and hire new employees with good basic education skills than they did 10 years ago?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	2	2
More difficult now	45	60
About the same	42	34
Less difficult now	11	3
No idea	2	3

"Do you think companies will find it more difficult or less difficult ten years from now to find and hire new employees with good basic education skills than they do now?"

More difficult in 10 yrs	31	51
About the same	39	30
Less difficult in 10 yrs	27	13
No idea	3	6

PERCEIVED ROLE OF U.S. COMPANIES

Administrators perceive that the things most frequently done by companies at this time are contributing materials/equipment, offering summer/part-time jobs, and contributing money. For most of the items listed below, they perceive far less activity than the executives claim on behalf of their companies. This is especially true for encouraging employees to teach courses and to tutor.

"What are companies doing now to help overcome local public education system problems?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
Contribute materials or equipment	63	65
Offer summer or part time jobs to students	53	79
Contribute money	45	77
Encourage employees to serve on local school boards	35	59
Offer career or job counseling to students	29	43
Lobby legislatures for education reforms	25	33
Encourage employees to teach courses	23	50
Encourage disadvantaged students to graduate high school by providing jobs	20	29
Support tax increase to pay for improvements in the public education system	18	22
Encourage employees to serve as tutors	16	32
Loan executives to the public education system	11	15
Other	3	2
NONE OF THE ABOVE	2	4

When asked what they thought the appropriate role for U.S. companies should be in helping overcome educational problems, administrators most frequently mentioned activities which would not bring people from business INTO the schools, such as supporting tax increases, contributing materials/equipment, and offering jobs to students.

Although executives also give high priority to contributing materials/equipment and offering jobs (but not supporting tax increases), they differ from administrators in that they give much higher priority to encouraging employees to serve on school boards and to teach courses. Interestingly, 82% of these executives believe companies should be contributing money, vs. only 61% of the administrators.

"What should companies be willing to do (if asked) to help overcome local public education system problems?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
Support tax increase to pay for improvements in the public education system	78	41
Contribute materials or equipment	72	75
Offer summer or part time jobs to students	68	85
Encourage disadvantaged students to graduate high school by providing jobs	66	48
Offer career or job counseling to students	66	64
Lobby legislatures for education reforms	66	53
Encourage employees to serve on local school boards	62	80
Contribute money	61	82
Encourage employees to serve as tutors	55	61
Encourage employees to teach courses	52	71
Loan executives to the public education system	39	37
Other	5	4
NONE OF THE ABOVE	•	4

Administrators believe that companies are contributing mostly at the high school level and above. Generally, they believe that companies are contributing somewhat less at the various levels of education than executives say is the case. An exception is that administrators think that companies are contributing to vocational schools far more than the executives say they are.

"To which school levels, if any, do you think U.S. companies contribute money now?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
Less than high school	29	35
Pre-school	18	14
Elementary school	19	26
Junior high school	21	26
High School/Vocational school	71	65
High school	44	55
Vocational school	64	36
College/Graduate school	72	83
College	70	82
Graduate school	56	57

Administrators believe that companies should be willing to contribute at all levels. However, they mentioned vocational school most often and graduate school least often.

Corporate executives also believe that there should be contributions at all levels, but there are striking differences in their priorities. They see contributions at the college level as much more appropriate and contributions at the levels below high school as much less appropriate than do administrators. Further, they place a low priority on vocational schools, which was highest among the administrators.

"To which school levels, if any, do you think U.S. companies should be willing (if asked) to contribute money?"

	<u>Percent of Respondents</u>	
	<u>School Administrators</u>	<u>Corporate Executives</u>
	<u>%</u>	<u>%</u>
Less than high school	76	65
Pre-school	61	28
Elementary school	63	37
Junior high school	64	38
High School/Vocational school	82	78
High school	69	63
Vocational school	75	43
College/Graduate school	64	87
College	63	84
Graduate school	53	59

Two thirds of the administrators in this survey (66%) said that their schools had in fact been offered assistance by companies. Among these, a large majority, 79%, said they had been very willing to accept. The executives surveyed reported that only 53% of the schools offered assistance by their companies had been very willing to accept.

"If your school has been offered assistance by a company, how willing has your school been to accept a company's assistance?"

	<u>Percent of Respondents</u>	
	<u>School</u>	<u>Corporate</u>
	<u>Administrators</u>	<u>Executives</u>
	<u>%</u>	<u>%</u>
Very willing	79	53
Fairly willing	21	39
Not too willing	0	7
Not at all willing	-	1

When asked to assess the overall effects to date of U.S. companies' efforts to help improve the quality of public education in their areas, only 28% of administrators said that companies have made at least a fair amount of difference (with only 3% saying companies had made a big difference).

Only about one in five (22%) of the corporate executives thinks his/her companies' efforts have made any difference.

"Overall, considering what you know about current involvement, how much difference do you think U.S. companies' efforts have made in the quality of the education provided by your area's public education system?"

	<u>Percent of Respondents</u>	
	<u>School</u>	<u>Corporate</u>
	<u>Administrators</u>	<u>Executives</u>
	<u>%</u>	<u>%</u>
A big difference	3	2
A fair amount	25	20
Not much difference	50	59
None at all	11	16
Companies not involved in this area	11	-
Don't know	-	3

APPENDIX

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SUPPLEMENTARY TABULATIONS

AMERICAN PUBLIC EDUCATION STUDY

Q.1 OPINION OF THE JOB THE AMERICAN PUBLIC EDUCATION SYSTEM IS DOING AT TURNING OUT AN EDUCATED POPULATION

TABLE 1

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
		*****	*****	*****	*****
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		384	317	23	28
		100%	100%	100%	100%
EXCELLENT/VERY GOOD (NET)		182	153	12	10
		47%	48%	52%	36%
EXCELLENT/VERY GOOD/GOOD (NET)		352	291	23	24
		92%	92%	100%	86%
EXCELLENT	(5)	19	17	1	-
		5%	5%	4%	-
VERY GOOD	(4)	163	136	11	10
		42%	43%	48%	36%
GOOD	(3)	170	138	11	14
		44%	44%	48%	50%
FAIR	(2)	30	24	-	4
		8%	8%	-	14%
POOR	(1)	2	2	-	-
		1%	1%	-	-
FAIR/POOR (NET)		32	26	-	4
		8%	8%	-	14%
NO ANSWER		1	1	-	-
MEAN		3.43	3.45	3.57	3.21
STD ERROR		0.04	0.04	0.12	0.13

AMERICAN PUBLIC EDUCATION STUDY

Q.2 GRADE THAT SHOULD BE GIVEN TO THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 2

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	383 100%	316 100%	23 100%	28 100%
A/B (NET)	287 75%	242 77%	18 78%	15 54%
A/B/C (NET)	375 98%	310 98%	23 100%	27 96%
A (4)	28 7%	24 8%	3 13%	-
B (3)	259 68%	218 69%	15 65%	15 54%
C (2)	88 23%	68 22%	5 22%	12 43%
D (1)	8 2%	6 2%	-	1 4%
F (0)	-	-	-	-
D/F (NET)	8 2%	6 2%	-	1 4%
NO ANSWER	2	2	-	-
MEAN	2.80	2.82	2.91	2.50
STD ERROR	0.03	0.03	0.12	0.11

AMERICAN PUBLIC EDUCATION STUDY

Q.3 OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM NOW COMPARED WITH 10 YEARS AGO

TABLE 3

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
		*****	*****	*****	*****
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		385	318	23	28
		100%	100%	100%	100%
BETTER/SAME (NET)		353	290	23	24
		92%	91%	100%	86%
MUCH/LITTLE BETTER (NET)		281	236	15	17
		73%	74%	65%	61%
MUCH	(5)	104	86	7	7
		27%	27%	30%	25%
LITTLE	(4)	177	150	8	10
		46%	47%	35%	36%
SAME	(3)	72	54	8	7
		19%	17%	35%	25%
LITTLE	(2)	28	24	-	4
		7%	8%	-	14%
MUCH	(1)	3	3	-	-
		1%	1%	-	-
WORSE (NET)		31	27	-	4
		8%	8%	-	14%
NO IDEA		1	1	-	-
		•	•	-	-
NO ANSWER		-	-	-	-
MEAN		3.91	3.92	3.96	3.71
STD ERROR		0.05	0.05	0.17	0.19

AMERICAN PUBLIC EDUCATION STUDY

9.4 ESTIMATE OF HOW THE AMERICAN PUBLIC EDUCATION SYSTEM WILL BE 10 YEARS FROM NOW COMPARED WITH HOW IT IS TODAY

TABLE 4

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		385	318	23	28
		100%	100%	100%	100%
BETTER/SAME (NET)		343	283	21	25
		89%	89%	91%	89%
MUCH/LITTLE BETTER (NET)		289	242	18	18
		75%	76%	78%	64%
MUCH	(5)	108	88	9	7
		28%	28%	39%	25%
LITTLE	(4)	181	154	9	11
		47%	48%	39%	39%
SAME	(3)	54	41	3	7
		14%	13%	13%	25%
LITTLE	(2)	23	17	1	3
		6%	5%	4%	11%
MUCH	(1)	7	7	-	-
		2%	2%	-	-
WORSE (NET)		30	24	1	3
		8%	8%	4%	11%
NO IDEA		12	11	1	-
		3%	3%	4%	-
NO ANSWER		-	-	-	-
MEAN		3.97	3.97	4.18	3.79
STD ERROR		0.05	0.05	0.18	0.18

AMERICAN PUBLIC EDUCATION STUDY

Q.5A OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM COMPARED WITH THE EDUCATION SYSTEM IN ENGLAND

TABLE 5

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	365 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	374 100%	310 100%	21 100%	28 100%
BETTER/SAME (NET)	297 79%	242 78%	20 95%	23 82%
BETTER (3)	189 51%	152 49%	16 76%	14 50%
SAME (2)	108 29%	90 29%	4 19%	9 32%
WORSE (1)	24 6%	22 7%	-	1 4%
WORSE/SAME (NET)	132 35%	112 36%	4 19%	10 36%
DON'T KNOW	53 14%	46 15%	1 5%	4 14%
NO ANSWER	11	8	2	-
MEAN	2.51	2.49	2.80	2.54
STD ERROR	0.04	0.04	0.09	0.12

AMERICAN PUBLIC EDUCATION STUDY

Q.5B OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM COMPARED WITH THE EDUCATION SYSTEM IN THE SOVIET UNION

TABLE 6

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	374 100%	310 100%	21 100%	28 100%
BETTER/SAME (NET)	286 76%	238 77%	18 86%	20 71%
BETTER (3)	258 69%	217 70%	16 76%	17 61%
SAME (2)	28 7%	21 7%	2 10%	3 11%
WORSE (1)	23 6%	18 6%	1 5%	2 7%
WORSE/SAME (NET)	51 16%	39 13%	3 14%	5 18%
DON'T KNOW	65 17%	54 17%	2 10%	6 21%
NO ANSWER	11	8	2	-
MEAN	2.76	2.78	2.79	2.68
STD ERROR	0.03	0.04	0.12	0.14

AMERICAN PUBLIC EDUCATION STUDY

8.5C OPINION OF THE AMERICAN PUBLIC EDUCATION SYSTEM COMPARED WITH THE EDUCATION SYSTEM IN JAPAN

TABLE 7

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL SAMPLE					
BASE - TOTAL RESPONDING		374	310	21	28
		100%	100%	100%	100%
BETTER/SAME (NET)		208	170	14	17
		56%	55%	67%	61%
BETTER	(3)	138	113	9	11
		37%	36%	43%	39%
SAME	(2)	70	57	5	6
		19%	18%	24%	21%
WORSE	(1)	122	102	5	9
		33%	33%	24%	32%
WORSE/SAME (NET)		192	159	10	15
		51%	51%	48%	54%
DON'T KNOW		44	38	2	2
		12%	12%	10%	7%
NO ANSWER		11	8	2	-
MEAN		2.05	2.04	2.21	2.08
STD ERROR		0.05	0.05	0.20	0.17

AMERICAN PUBLIC EDUCATION STUDY

Q.1 FACTORS MOST RESPONSIBLE FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE B

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
	*****	*****	*****	*****
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	381	314	23	28
	100%	100%	100%	100%
FAMILIES (NET)	376	311	23	28
	99%	99%	100%	100%
PARENTS NOT INVOLVED ENOUGH	308	251	19	26
	81%	80%	83%	93%
INCREASED NUMBER OF SINGLE PARENT HOUSEHOLDS	283	237	18	20
	74%	75%	78%	71%
HIGH DIVORCE RATE	256	212	16	18
	67%	68%	70%	64%
INCREASED NUMBER OF LOW-INCOME HOUSEHOLDS	192	155	11	17
	50%	49%	48%	61%
INCREASED NUMBER OF NON-ENGLISH SPEAKING HOUSEHOLDS	108	81	8	13
	28%	26%	35%	46%
STUDENT (NET)	363	300	22	26
	95%	96%	96%	93%
POORLY MOTIVATED	284	230	17	23
	75%	73%	74%	82%
POOR STUDY HABITS	224	188	11	16
	59%	60%	48%	57%
POORLY DISCIPLINED	211	178	11	16
	55%	57%	48%	57%
DRUG ABUSE	192	153	12	21
	50%	49%	52%	75%

AMERICAN PUBLIC EDUCATION STUDY

Q.1 FACTORS MOST RESPONSIBLE FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 8

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
ALCOHOL ABUSE	178 47%	144 46%	11 48%	18 64%
SCHOOL SYSTEM (NET)	361 95%	298 95%	22 96%	27 96%
CUTS IN STATE OR LOCAL BUDGETS	256 67%	205 65%	18 78%	25 89%
CUTS IN THE FEDERAL BUDGET	153 40%	127 40%	11 48%	12 43%
NOT ENOUGH EMPHASIS ON BASIS READING WRITING AND MATH SKILLS	149 39%	131 42%	4 17%	8 29%
LOW ACADEMIC STANDARDS	137 36%	113 36%	4 17%	13 46%
NOT ENOUGH INVOLVEMENT ON THE PART OF BUSINESS	134 35%	112 36%	7 30%	12 43%
SCHOOLS HAVE NOT BEEN PUSHED TO IMPROVE THEIR STANDARDS	115 30%	97 31%	5 22%	10 36%
NOT ENOUGH PRE-SCHOOL FACILITIES	105 28%	83 26%	8 35%	12 43%
POOR SCHOOL BOARDS	81 21%	62 20%	4 17%	10 36%
POOR SCHOOL ADMINISTRATORS	43 11%	31 10%	3 13%	6 21%
NOT ENOUGH EMPHASIS ON ELECTIVE SUBJECTS	28 7%	23 7%	2 9%	3 11%
NOT ENOUGH EMPHASIS ON SPECIAL EDUCATION PROGRAMS	4 1%	3 1%	-	1 4%
TEACHERS (NET)	314 82%	261 83%	20 87%	22 79%

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AMERICAN PUBLIC EDUCATION STUDY

A.1 FACTORS MOST RESPONSIBLE FOR THE PROBLEMS OF THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 8

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
UNDERMOTIVATED TEACHERS	237 62%	198 63%	16 70%	16 57%
INADEQUATELY TRAINED TEACHERS	102 27%	84 27%	5 22%	9 32%
NOT ENOUGH TEACHERS	68 18%	53 17%	3 13%	9 32%
OTHER	56 15%	47 15%	3 13%	2 7%
DON'T KNOW/NO ANSWER	4	4	-	-

AMERICAN PUBLIC EDUCATION STUDY

Q.2 THINGS THAT COULD BE DONE TO MOST IMPROVE THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 9

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	380 100%	314 100%	23 100%	28 100%
TEACHERS (NET)	369 97%	305 97%	22 96%	27 96%
MAKE TEACHERS MORE ACCOUNTABLE FOR STUDENTS PERFORMANCE	282 74%	233 74%	16 70%	23 82%
INCREASE SOCIAL STATUS OF TEACHERS	206 54%	173 55%	11 48%	16 57%
ELIMINATE TENURE FOR TEACHERS	197 52%	165 53%	9 39%	17 61%
INCREASE TEACHERS SALARIES	185 49%	155 49%	10 43%	12 43%
INCREASE THE TRAINING OF TEACHERS IN THE SUBJECTS THEY TEACH	177 47%	147 47%	11 48%	16 57%
FEWER STUDENTS PER TEACHER	125 33%	102 32%	7 30%	12 43%
INVOLVE TEACHERS IN THE RUNNING OF SCHOOLS	87 23%	71 23%	4 17%	9 32%
INCREASE NUMBER OF TEACHERS	70 18%	55 18%	5 22%	9 32%
STUDENTS (NET)	362 95%	299 95%	23 100%	26 93%
MOTIVATE STUDENTS MORE	259 68%	216 69%	14 61%	18 64%

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

AMERICAN PUBLIC EDUCATION STUDY

Q.2 THINGS THAT COULD BE DONE TO MOST IMPROVE THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 9

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
IMPROVE STUDY HABITS	226 59%	185 59%	12 52%	18 64%
OFFER PROGRAMS TO MEET STUDENT NEEDS	179 47%	145 46%	15 65%	15 54%
DISCIPLINE STUDENTS MORE	147 39%	125 40%	9 39%	8 29%
REDUCE CLASS SIZE	119 31%	98 31%	8 35%	10 36%
SCHOOL SYSTEM (NET)	361 95%	298 95%	21 91%	27 96%
RAISE ACADEMIC STANDARDS	178 47%	147 47%	10 43%	13 46%
REQUIRE A LONGER SCHOOL YEAR	176 46%	146 46%	9 39%	15 54%
MORE INVOLVEMENT FROM BUSINESS	167 44%	137 44%	10 43%	15 54%
MORE EMPHASIS ON BASIC READING, WRITING AND MATH SKILLS	163 43%	142 45%	5 22%	12 43%
BETTER CAREER GUIDANCE AND JOB COUNSELING	152 40%	128 41%	8 35%	12 43%
MORE PRE-SCHOOL FACILITIES	131 34%	102 32%	10 43%	16 57%
BETTER SCHOOL BOARDS	97 26%	68 22%	9 39%	13 46%
REQUIRE A LONGER SCHOOL DAY	89 23%	71 23%	5 22%	9 32%
BETTER SCHOOL ADMINISTRATORS	83 22%	62 20%	5 22%	12 43%

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AMERICAN PUBLIC EDUCATION STUDY

Q.2 THINGS THAT COULD BE DONE TO MOST IMPROVE THE AMERICAN PUBLIC EDUCATION SYSTEM

TABLE 9

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
LET PARENTS FREELY CHOOSE THE SCHOOLS FOR THEIR CHILDREN	42 11%	38 12%	2 9%	1 4%
GIVE OUT MORE HOMEWORK	31 8%	27 9%	1 4%	2 7%
OFFER MORE ELECTIVE SUBJECTS	25 7%	21 7%	-	4 14%
FAMILIES (NET)	357 94%	294 94%	22 96%	28 100%
GET PARENTS MORE INVOLVED WITH STUDENTS	342 90%	282 90%	22 96%	26 93%
GET PARENTS MORE INVOLVED WITH SCHOOLS	263 69%	220 70%	14 61%	22 79%
OTHER	63 17%	54 17%	4 17%	2 7%
DON'T KNOW/NO ANSWER	5	4	-	-

AMERICAN PUBLIC EDUCATION STUDY

Q.3 APPROXIMATE PERCENTAGE OF STUDENTS THAT DROP OUT BEFORE GRADUATING FROM HIGH SCHOOL

TABLE 10

		POPULATION			

		TOTAL UNDER 500,000 500,000- 999,999 1,000,000 OR MORE			
		*****	*****	*****	*****
BASE - TOTAL SAMPLE		383	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		376	315	22	27
		100%	100%	100%	100%
UNDER 20 (NET)		138	124	5	6
		37%	39%	23%	22%
UNDER 30 (NET)		292	256	15	13
		78%	81%	68%	48%
UNDER 10 PERCENT (1)		34	32	-	1
		9%	10%		4%
10 - 19 PERCENT (2)		104	92	5	5
		28%	29%	23%	19%
20 - 29 PERCENT (3)		154	132	10	7
		41%	42%	45%	26%
30 - 39 PERCENT (4)		66	46	6	11
		18%	15%	27%	41%
40 PERCENT OR MORE (5)		15	12	1	1
		4%	4%	5%	4%
DON'T KNOW		3	1	-	2
		1%	*		7%
NO ANSWER		9	3	1	1
MEAN		2.80	2.73	3.14	3.24
STD ERROR		0.05	0.05	0.18	0.19

AMERICAN PUBLIC EDUCATION STUDY

Q.4 APPROXIMATE PERCENTAGE OF HIGH SCHOOL GRADUATES THAT ARE NOT ABLE TO READ THEIR DIPLOMAS

TABLE 11

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	378 100%	317 100%	22 100%	27 100%
UNDER 10 (NET)	263 70%	229 72%	15 68%	12 44%
UNDER 15 (NET)	321 85%	275 87%	20 91%	16 59%
UNDER 5 PERCENT (1)	183 48%	159 50%	9 41%	10 37%
5 - 9 PERCENT (2)	80 21%	70 22%	6 27%	2 7%
10 - 14 PERCENT (3)	58 15%	46 15%	5 23%	4 15%
15 - 19 PERCENT (4)	30 8%	21 7%	1 5%	7 26%
20 PERCENT OR MORE (5)	16 4%	14 4%	-	1 4%
DON'T KNOW	11 3%	7 2%	1 5%	3 11%
NO ANSWER	7	1	1	1
MEAN	1.95	1.91	1.90	2.46
STD ERROR	0.06	0.07	0.21	0.29

AMERICAN PUBLIC EDUCATION STUDY

Q.5 APPROXIMATE PERCENTAGE OF ADULT AMERICANS THAT ARE FUNCTIONALLY ILLITERATE BY THE SIMPLEST TESTS OF READING, WRITING AND COMPREHENSION

TABLE 12

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	375 100%	314 100%	23 100%	26 100%
UNDER 10 (NET)	90 24%	78 25%	6 26%	5 19%
UNDER 15 (NET)	201 54%	172 55%	13 57%	11 42%
UNDER 5 PERCENT (1)	17 5%	16 5%	1 4%	-
5 - 9 PERCENT (2)	73 19%	62 20%	5 22%	5 19%
10 - 14 PERCENT (3)	111 30%	94 30%	7 30%	6 23%
15 - 19 PERCENT (4)	72 19%	59 19%	6 26%	5 19%
20 PERCENT OR MORE (5)	88 23%	71 23%	3 13%	9 35%
DON'T KNOW	14 4%	12 4%	1 4%	1 4%
NO ANSWER	10	4	-	2
MEAN	3.39	3.35	3.23	3.72
STD ERROR	0.06	0.07	0.24	0.23

AMERICAN PUBLIC EDUCATION STUDY

0.1 LEVEL OF DIFFICULTY IT IS FOR U.S. COMPANIES TO FIND AND HIRE NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS

TABLE 13

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
		*****	*****	*****	*****
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		380	317	23	28
		100%	100%	100%	100%
ANY (NET)		367	306	21	28
		97%	97%	91%	100%
VERY/FAIRLY DIFFICULT (NET)		218	182	8	21
		57%	57%	35%	75%
VERY	(4)	28	20	1	5
		7%	6%	4%	18%
FAIRLY	(3)	190	162	7	16
		50%	51%	30%	57%
NOT TOO	(2)	149	124	13	7
		39%	39%	57%	25%
NOT AT ALL	(1)	13	11	2	-
		3%	3%	9%	
NO ANSWER		5	1	-	-
MEAN		2.61	2.60	2.30	2.93
STD ERROR		0.03	0.04	0.15	0.13

AMERICAN PUBLIC EDUCATION STUDY

0.2 LEVEL OF CONCERN THAT U.S. COMPANIES HAVE CONCERNING THE PROBLEMS OF THE AMERICAN EDUCATION SYSTEM

TABLE 14

		POPULATION			

		TOTAL 500,000 999,999 1,000,000 OR MORE			
		-----	-----	-----	-----
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		379	316	23	28
		100%	100%	100%	100%
ANY (NET)		372	310	22	28
		98%	98%	96%	100%
VERY/FAIRLY CONCERNED (NET)		303	255	16	22
		80%	81%	70%	79%
VERY	(4)	123	98	6	13
		32%	31%	26%	46%
FAIRLY	(3)	180	157	10	9
		47%	50%	43%	32%
NOT TOO	(2)	69	55	6	6
		18%	17%	26%	21%
NOT AT ALL	(1)	7	6	1	-
		2%	2%	4%	-
NO ANSWER		6	2	-	-
MEAN		3.11	3.10	2.91	3.25
STD ERROR		0.04	0.04	0.18	0.15

AMERICAN PUBLIC EDUCATION STUDY

Q.3 OPINION OF HOW DIFFICULT COMPANIES ARE FINDING IT TO LOCATE WORKERS WITH GOOD BASIC EDUCATION SKILLS COMPARED TO 10 YEARS AGO

TABLE 15

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	377 100%	315 100%	23 100%	28 100%
MORE/SAME (NET)	327 87%	274 87%	20 87%	26 93%
MORE DIFFICULT NOW (3)	169 45%	140 44%	11 48%	14 50%
SAME (2)	158 42%	134 43%	9 39%	12 43%
LESS DIFFICULT (1)	43 11%	35 11%	3 13%	2 7%
LESS/SAME (NET)	201 53%	169 54%	12 52%	14 50%
DON'T KNOW	7 2%	6 2%	-	-
NO ANSWER	8	3	-	-
MEAN	2.34	2.34	2.35	2.43
STD ERROR	0.04	0.04	0.15	0.12

AMERICAN PUBLIC EDUCATION STUDY

Q.4 HOW DIFFICULT WILL COMPANIES FIND IT TO HIRE NEW EMPLOYEES WITH GOOD BASIC EDUCATION SKILLS AROUND THE YEAR 2000

TABLE 16

		POPULATION			
		TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
		-----	-----	-----	-----
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		376	314	23	28
		100%	100%	100%	100%
MORE/SAME (NET)		263	221	15	22
		70%	70%	65%	79%
MORE	(3)	115	97	3	13
		31%	31%	13%	46%
SAME	(2)	148	124	12	9
		39%	39%	52%	32%
LESS	(1)	102	85	7	5
		27%	27%	30%	18%
LESS/SAME (NET)		250	209	19	14
		66%	67%	83%	50%
DON'T KNOW		11	8	1	1
		3%	3%	4%	4%
NO ANSWER		9	4	-	-
MEAN		2.04	2.04	1.82	2.30
STD ERROR		0.04	0.04	0.14	0.15

AMERICAN PUBLIC EDUCATION STUDY

Q.7 WHAT AMERICAN COMPANIES ARE NOW DOING TO HELP OVERCOME THE PROBLEMS OF THE EDUCATION SYSTEM IN YOUR AREA

TABLE 17

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
CONTRIBUTING MATERIALS OR EQUIPMENT	244 63%	200 63%	18 78%	18 64%
OFFER SUMMER JOBS OR PART-TIME JOBS	205 53%	177 56%	10 43%	10 36%
CONTRIBUTING MONEY	173 45%	144 45%	9 39%	14 50%
ENCOURAGING EMPLOYEES TO SERVE ON LOCAL SCHOOL BOARDS	134 35%	113 36%	7 30%	11 39%
OFFER CAREER OR JOB COUNSELING TO STUDENTS	112 29%	95 30%	6 26%	8 29%
LOBBY THE LEGISLATURE FOR EDUCATION REFORM	95 25%	77 24%	3 13%	11 39%
ENCOURAGING EMPLOYEES TO TEACH COURSES	87 23%	71 22%	4 17%	9 32%
ENCOURAGE DISADVANTAGED STUDENTS TO GRADUATE FROM HIGH SCHOOL BY PROVIDING JOBS FOR THEM	78 20%	69 22%	3 13%	5 18%
SUPPORT TAX INCREASES TO PAY FOR IMPROVEMENTS IN THE PUBLIC EDUCATION SYSTEM	69 18%	63 20%	-	4 14%
ENCOURAGE EMPLOYEES TO SERVE AS TUTORS	63 16%	52 16%	3 13%	7 25%
LOAN EXECUTIVES TO THE PUBLIC EDUCATION SYSTEM	43 11%	34 11%	1 4%	7 25%
ALL (NET)	6 2%	6 2%	-	-

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AMERICAN PUBLIC EDUCATION STUDY

Q.7 WHAT AMERICAN COMPANIES ARE NOW DOING TO HELP OVERCOME THE PROBLEMS OF THE EDUCATION SYSTEM IN YOUR AREA

TABLE 17

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
OTHER	12 3%	11 3%	1 4%	-
NONE	8 2%	7 2%	-	1 4%
DON'T KNOW/NO ANSWER	38 10%	30 9%	2 9%	2 7%

AMERICAN PUBLIC EDUCATION STUDY

Q.7 WHAT AMERICAN COMPANIES SHOULD BE DOING TO HELP OVERCOME THE PROBLEMS IN THE AMERICAN EDUCATION SYSTEM IN YOUR AREA

TABLE 18

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
SUPPORT TAX INCREASES TO PAY FOR IMPROVEMENTS IN THE PUBLIC EDUCATION SYSTEM	299 78%	251 79%	18 78%	20 71%
CONTRIBUTING MATERIALS OR EQUIPMENT	278 72%	233 73%	18 78%	19 68%
OFFER SUMMER JOBS OR PART-TIME JOBS	262 68%	224 70%	14 61%	14 50%
ENCOURAGE DISADVANTAGED STUDENTS TO GRADUATE FROM HIGH SCHOOL BY PROVIDING JOBS FOR THEM	255 66%	212 67%	16 70%	18 64%
OFFER CAREER OR JOB COUNSELING TO STUDENTS	253 66%	212 67%	13 57%	17 61%
LOBBY THE LEGISLATURE FOR EDUCATION REFORM	253 66%	214 67%	14 61%	17 61%
ENCOURAGING EMPLOYEES TO SERVE ON LOCAL SCHOOL BOARDS	239 62%	200 63%	13 57%	17 61%
CONTRIBUTING MONEY	235 61%	192 60%	15 65%	20 71%
ENCOURAGE EMPLOYEES TO SERVE AS TUTORS	213 55%	177 56%	12 52%	19 68%
ENCOURAGING EMPLOYEES TO TEACH COURSES	202 52%	170 53%	10 43%	15 54%
LOAN EXECUTIVES TO THE PUBLIC EDUCATION SYSTEM	149 39%	122 38%	12 52%	12 43%
ALL (NET)	47 12%	42 13%	3 13%	2 7%

AMERICAN PUBLIC EDUCATION STUDY

Q.7 WHAT AMERICAN COMPANIES SHOULD BE DOING TO HELP OVERCOME THE PROBLEMS IN THE AMERICAN EDUCATION SYSTEM IN YOUR AREA

TABLE 18

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
OTHER	21 5%	19 6%	1 4%	1 4%
NONE	1 *	-	1 4%	-
DON'T KNOW/NO ANSWER	13 3%	6 2%	-	3 11%

AMERICAN PUBLIC EDUCATION STUDY

Q.8 HOW MUCH DIFFERENCE DOES THE CURRENT EFFORT OF U.S. COMPANIES MAKE IN THE QUALITY OF EDUCATION IN YOUR AREA

TABLE 19

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	375 100%	313 100%	22 100%	28 100%
ANY EFFORT (NET)	332 89%	274 88%	20 91%	27 96%
BIG/FAIR (NET)	104 28%	91 29%	4 18%	6 21%
BIG (4)	11 3%	9 3%	-	1 4%
FAIR (3)	93 25%	82 26%	4 18%	5 18%
NOT MUCH (2)	186 50%	151 48%	13 59%	15 54%
NONE (1)	42 11%	32 10%	3 14%	6 21%
NOT INVOLVED IN AREA	43 11%	39 12%	2 9%	1 4%
NO ANSWER	10	5	1	-
MEAN	2.22	2.25	2.05	2.04
STD ERROR	0.04	0.04	0.14	0.15

AMERICAN PUBLIC EDUCATION STUDY

Q.9 SCHOOL LEVELS U.S. COMPANIES CONTRIBUTE MONEY TO NOW -

TABLE 20

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
ALL	33 9%	31 10%	1 4%	1 4%
ANY (NET)	316 82%	264 83%	20 87%	23 82%
PRE-SCHOOL	68 18%	59 19%	4 17%	4 14%
ELEMENTARY	74 19%	61 19%	5 22%	7 25%
JUNIOR HIGH	79 21%	67 21%	4 17%	8 29%
PRE HIGH SCHOOL (NET)	110 29%	93 29%	6 26%	10 35%
HIGH SCHOOL OR MORE (NET)	313 81%	261 82%	20 87%	23 82%
HIGH/VOCATIONAL SCHOOL (NET)	274 71%	233 73%	16 70%	20 71%
HIGH SCHOOL	168 44%	139 44%	9 39%	17 61%
VOCATIONAL	247 64%	209 66%	14 61%	19 68%
COLLEGE OR MORE (NET)	279 72%	232 73%	18 78%	20 71%
COLLEGE	270 70%	223 70%	18 78%	20 71%

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

AMERICAN PUBLIC EDUCATION STUDY

Q.9 SCHOOL LEVELS U.S. COMPANIES CONTRIBUTE MONEY TO NOW -

TABLE 20

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
GRADUATE SCHOOL	216 56%	177 56%	16 70%	16 57%
NONE/NO ANSWER	69 18%	54 17%	3 13%	5 18%

AMERICAN PUBLIC EDUCATION STUDY

Q.9 SCHOOL LEVELS U.S. COMPANIES SHOULD BE WILLING TO CONTRIBUTE MONEY TO -

TABLE 21

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
	*****	*****	*****	*****
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
ALL	139 36%	115 36%	9 39%	12 43%
ANY (NET)	347 90%	289 91%	22 96%	24 86%
PRE-SCHOOL	236 61%	194 61%	16 70%	20 71%
ELEMENTARY	243 63%	198 62%	18 78%	19 68%
JUNIOR HIGH	247 64%	204 64%	17 74%	18 64%
PRE HIGH SCHOOL (NET)	291 76%	240 75%	19 83%	23 82%
HIGH SCHOOL OR MORE (NET)	323 84%	272 86%	18 78%	21 75%
HIGH/VOCATIONAL SCHOOL (NET)	316 82%	265 83%	18 78%	21 75%
HIGH SCHOOL	265 69%	222 70%	13 57%	20 71%
VOCATIONAL	288 75%	244 77%	17 74%	18 64%
COLLEGE OR ABOVE (NET)	247 64%	211 66%	13 57%	16 57%
COLLEGE	241 63%	205 64%	13 57%	16 57%

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

AMERICAN PUBLIC EDUCATION STUDY

Q.9 SCHOOL LEVELS U.S. COMPANIES SHOULD BE WILLING TO CONTRIBUTE MONEY TO -

TABLE 21

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
GRADUATE SCHOOL	203 53%	172 54%	13 57%	15 54%
NONE/NO ANSWER	38 10%	29 9%	1 4%	4 14%

AMERICAN PUBLIC EDUCATION STUDY

Q.10 HOW WILLING HAS SCHOOL BEEN TO ACCEPT ASSISTANCE FROM ANY COMPANY

TABLE 22

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	376 100%	314 100%	22 100%	28 100%
ASSISTANCE OFFERED (NET)	248 66%	205 65%	15 68%	19 68%
VERY/FAIRLY WILLING (NET)	247 66%	204 65%	15 68%	19 68%
VERY (4)	194 52%	157 50%	11 50%	19 68%
FAIRLY (3)	53 14%	47 15%	4 18%	-
NOT TOO (2)	1 0%	1 0%	-	-
NOT AT ALL (1)	-	-	-	-
NOT OFFERED	128 34%	109 35%	7 32%	9 32%
NO ANSWER	9	4	1	-
MEAN	3.75	3.76	3.73	4.00
STD ERROR	0.03	0.03	0.12	0.00

AMERICAN PUBLIC EDUCATION STUDY

Q.11 OPINION OF HOW WELL THE STATE HAS BEEN IN IMPLEMENTING PUBLIC EDUCATION REFORM INITIATIVES

TABLE 23

		POPULATION			

		UNDER 500,000- 1,000,000			
		TOTAL	500,000	999,999	OR MORE
		-----	-----	-----	-----
BASE - TOTAL SAMPLE		385	318	23	28
		100%	100%	100%	100%
BASE - TOTAL RESPONDING		377	316	22	28
		100%	100%	100%	100%
ANY (NET)		372	313	21	27
		99%	99%	95%	96%
VERY/FAIRLY EFFECTIVE (NET)		255	214	13	19
		68%	68%	59%	68%
VERY	(4)	69	58	6	3
		18%	18%	27%	11%
FAIRLY	(3)	186	156	7	16
		49%	49%	32%	57%
NOT TOO	(2)	85	75	5	5
		23%	24%	23%	18%
NOT AT ALL	(1)	32	24	3	3
		8%	8%	14%	11%
NO IDEA		5	3	1	1
		1%	1%	5%	4%
NO ANSWER		8	2	1	-
MEAN		2.78	2.79	2.76	2.70
STD ERROR		0.04	0.05	0.23	0.16

AMERICAN PUBLIC EDUCATION STUDY

Q.1 NUMBER OF STUDENTS IN SCHOOL

TABLE 26

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	373 100%	315 100%	20 100%	28 100%
UNDER 300 (NET)	60 16%	57 18%	1 5%	1 4%
UNDER 400 (NET)	87 23%	83 26%	1 5%	1 4%
UNDER 100	12 3%	12 4%	-	-
100 - 299	48 13%	45 14%	1 5%	1 4%
300 - 399	27 7%	26 8%	-	-
400 - 499	19 5%	18 6%	1 5%	-
500 OR MORE	267 72%	214 68%	18 90%	27 96%
NO ANSWER	12	3	3	-

AMERICAN PUBLIC EDUCATION STUDY

Q.2 CHANGE IN ENROLLMENT BETWEEN NOW AND THE YEAR 2000

TABLE 25

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	375 100%	316 100%	21 100%	28 100%
INCREASE/SAME (NET)	316 84%	261 83%	20 95%	28 100%
INCREASE	194 52%	153 48%	12 57%	24 86%
REMAIN THE SAME	122 33%	108 34%	8 38%	4 14%
DECREASE	59 16%	55 17%	1 5%	-
DECREASE/SAME (NET)	181 48%	163 52%	9 43%	4 14%
NO ANSWER	10	2	2	-

AMERICAN PUBLIC EDUCATION STUDY

0.2 PERCENTAGE INCREASE EXPECTED BETWEEN NOW AND THE YEAR 2000

TABLE 26

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - EXPECT INCREASE	194 100%	153 100%	12 100%	24 100%
BASE - TOTAL RESPONDING	188 100%	149 100%	12 100%	23 100%
1 - 5	42 22%	30 20%	2 17%	9 39%
6 - 9	3 2%	3 2%	-	-
10 - 14	58 31%	47 32%	3 25%	7 30%
15 - 19	18 10%	14 9%	1 8%	2 9%
20 - 24	23 12%	19 13%	2 17%	1 4%
25 OR MORE	44 23%	36 24%	4 33%	4 17%
NO ANSWER	6	4	-	1
MEAN	18.14	19.23	17.75	12.30
STD ERROR	1.35	1.65	2.90	2.09

AMERICAN PUBLIC EDUCATION STUDY

0.2 PERCENTAGE DECREASE EXPECTED BETWEEN NOW AND THE YEAR 2000

TABLE 27

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - EXPECT DECREASE	59 100%	55 100%	1 100%	-
BASE - TOTAL RESPONDING	50 100%	47 100%	1 100%	-
1 - 5	12 24%	10 21%	-	-
6 - 9	-	-	-	-
10 - 14	21 42%	20 43%	1 100%	-
15 - 19	3 6%	3 6%	-	-
20 - 24	9 18%	9 19%	-	-
25 OR MORE	5 10%	5 11%	-	-
NO ANSWER	9	8	-	-
MEAN	14.26	14.81	10.00	-
STD ERROR	2.07	2.17	-	-

AMERICAN PUBLIC EDUCATION STUDY

Q.3 SIZE OF CITY SCHOOL IS LOCATED IN/NEAR

TABLE 28

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	369 100%	318 100%	23 100%	28 100%
SMALL (NET)	318 86%	318 100%	-	-
UNDER 100,000	274 74%	274 86%	-	-
100,000 - 499,999	44 12%	44 14%	-	-
500,000 - 999,999	23 6%	-	23 100%	-
1,000,000 OR MORE	28 8%	-	-	28 100%
LARGE (NET)	51 14%	-	23 100%	28 100%
NO ANSWER	16	-	-	-

AMERICAN PUBLIC EDUCATION STUDY

Q.4 LOCATION

TABLE 29

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	383 100%	317 100%	22 100%	28 100%
NORTH CENTRAL (NET)	175 46%	149 47%	9 41%	10 36%
EAST NORTH CENTRAL	94 25%	77 24%	4 18%	9 32%
WEST NORTH CENTRAL	81 21%	72 23%	5 23%	1 4%
SOUTH ATLANTIC/CENTRAL (NET)	80 21%	68 21%	3 14%	4 14%
WEST SOUTH CENTRAL	38 10%	31 10%	1 5%	3 11%
SOUTH ATLANTIC	19 5%	17 5%	-	1 4%
EAST SOUTH CENTRAL	18 5%	15 5%	2 9%	-
NORTHEAST (NET)	66 17%	46 15%	8 36%	9 32%
MIDDLE ATLANTIC	46 12%	28 9%	7 32%	8 29%
NEW ENGLAND	20 5%	18 6%	1 5%	1 4%
WEST (NET)	61 16%	54 17%	1 5%	5 18%

AMERICAN PUBLIC EDUCATION STUDY

9.4 LOCATION

TABLE 29

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
MOUNTAIN	31 8%	30 9%	-	1 4%
PACIFIC	30 8%	24 8%	1 5%	4 14%
NO ANSWER	3	1	2	-

AMERICAN PUBLIC EDUCATION STUDY

Q.1 TYPE OF SCHOOL

TABLE 30

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385	318	23	28
	100%	100%	100%	100%
BASE - TOTAL RESPONDING	378	316	23	28
	100%	100%	100%	100%
PUBLIC	376	316	22	27
	99%	100%	96%	96%
PAROCHIAL	1	-	1	-
	*		4%	
PRIVATE	1	-	-	1
	*			4%
NO ANSWER	7	2	-	-

AMERICAN PUBLIC EDUCATION STUDY

9.2 GRADE LEVELS TAUGHT AT SCHOOL

TABLE 31

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	375 100%	315 100%	21 100%	28 100%
K - 12 (ALL - NET)	282 75%	244 77%	16 76%	13 46%
ELEMENTARY	329 88%	275 87%	19 90%	25 89%
INTERMEDIATE/JUNIOR HIGH	307 82%	257 82%	18 86%	22 79%
HIGH SCHOOL	308 82%	267 85%	17 81%	15 54%
TRADE SCHOOL	36 10%	29 9%	1 5%	6 14%
OTHER	22 6%	18 6%	2 10%	1 4%
NO ANSWER	10	3	2	-

AMERICAN PUBLIC EDUCATION STUDY

Q.3 AGE OF RESPONDENT

TABLE 32

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
BASE - TOTAL RESPONDING	379 100%	318 100%	23 100%	27 100%
UNDER 45	97 26%	82 26%	6 26%	6 22%
UNDER 55	289 76%	242 76%	16 70%	22 81%
UNDER 35	4 1%	3 1%	1 4%	-
35 - 44	93 25%	79 25%	5 22%	6 22%
45 - 54	192 51%	160 50%	10 43%	16 59%
55 - 64	89 23%	75 24%	7 30%	5 19%
65 OR OVER	1 *	1 *	-	-
NO ANSWER	6	-	-	1
MEAN	49.74	49.75	50.00	49.63
STD ERROR	0.38	0.41	1.78	1.25

AMERICAN PUBLIC EDUCATION STUDY

9.4 ADDITIONAL COMMENTS ON SURVEY

TABLE 33

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
UNDERLYING CAUSES (NET)	41 11%	33 10%	4 17%	3 11%
DECAY OF ATTITUDES/VALUES/ETHNICS/FAMILY	14 4%	10 3%	3 13%	1 4%
SCHOOLS ASKED TO SOLVE SOCIAL PROBLEMS BEYOND EDUCATION	11 3%	10 3%	-	1 4%
EDUCATION OVER-CONTROLLED/NOT FREE TO IMPROVE	5 1%	4 1%	-	1 4%
QUALITY OF TEACHING IS POOR/TEACHERS MISMANAGED	4 1%	3 1%	-	-
INCREASING NUMBERS OF DISADVANTAGED STUDENTS/LEARNING PROBLEMS	4 1%	2 1%	-	2 7%
SOCIETY HAS BEEN INDIFFERENT TO EDUCATION/UNDERFUNDED	4 1%	3 1%	-	1 4%
EDUCATION TOO POLITICAL	3 1%	3 1%	-	-
MULTI-CULTURED SOCIETY COMPLICATES EFFECTIVE PUBLIC EDUCATION	2 1%	1 *	-	1 4%
DIFFICULTY TO EDUCATE ALL STUDENTS (UNSPECIFIED)	2 1%	2 1%	-	-
LIBERALIZATION OF SCHOOLS IN 1960'S STARTED DOWNSLIDE	1 *	1 *	-	-
LACK OF PROGRAMS/TRADE SCHOOLS/JOB FOR ACADEMICALLY WEAK	1 *	1 *	-	-

RITCHIE RESEARCH ASSOCIATES, INC. - DECEMBER 1989

AMERICAN PUBLIC EDUCATION STUDY

Q.4 ADDITIONAL COMMENTS ON SURVEY

TABLE 33

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
OTHER	4 1%	3 1%	1 4%	-
SUGGESTIONS FOR FUTURE (NET)	24 6%	20 6%	1 4%	3 11%
ALLOCATE MORE RESOURCES TO EDUCATION	11 3%	8 3%	1 4%	2 7%
MORE EMPHASIS ON TEACHING THE BASICS	4 1%	4 1%	-	-
OFFER MORE ALTERNATIVES THAN COLLEGE PREP/VOCATIONAL	2 1%	2 1%	-	-
MORE PAY/STATUS FOR TEACHERS	2 1%	1 *	-	1 4%
URGENT NEED TO IMPROVE SCHOOLS	2 1%	2 1%	-	-
SCHOOLS MORE DIVERSE BECAUSE DIVERSE STUDENT POPULATIONS	1 *	1 *	-	-
RELAX ACADEMIC REQUIREMENTS OF VOCATIONAL/TECHNICAL SCHOOLS	1 *	1 *	-	-
MAKE SCHOOL DISTRICTS SMALLER	1 *	1 *	-	-
OTHER	3 1%	3 1%	-	-
ROLE OF BUSINESS (NET)	35 9%	28 9%	3 13%	4 14%
BUSINESS SHOULD HAVE MORE INVOLVEMENT	16 4%	12 4%	2 9%	2 7%
SKEPTICAL OF BUSINESS INVOLVEMENT (GENERAL)	6 2%	4 1%	2 9%	-

AMERICAN PUBLIC EDUCATION STUDY

Q.4 ADDITIONAL COMMENTS ON SURVEY

TABLE 33

	POPULATION			
	TOTAL	UNDER 500,000	500,000- 999,999	1,000,000 OR MORE
BUSINESS HELP OVERLOOK SMALLER COMMUNITIES, ONLY INNER CITY	6 2%	5 2%	-	1 4%
BUSINESS SHOULD FINANCE VOCATIONAL TRAINING AND AVOID ACADEMICS	2 1%	1 *	1 4%	-
BUSINESS SHOULD BE "NO STRINGS ATTACHED"	2 1%	2 1%	-	-
BUSINESS HELP IS HARD TO GET DESPITE OFFERS	1 *	1 *	-	-
BUSINESS EDUCATION SPENDING SHOULD APPROACH ADVERTISING/PR SPENDING	1 *	1 *	-	-
COMPANIES SHOULD PROVIDE NEW EQUIPMENT	1 *	1 *	-	-
BUSINESS SHOULD FOCUS ON IMPROVING PUBLIC ATTITUDES/VALUES	1 *	-	-	1 4%
OTHER	2 1%	2 1%	-	-
OTHER (NET)	24 6%	19 6%	3 13%	2 7%
CRITICISM OF SURVEY - BIASED/SHALLOW/ETC	13 3%	9 3%	2 9%	2 7%
QUALITY OF EDUCATION DEFENDED/GOOD	8 2%	7 2%	1 4%	-
SUGGESTED QUESTIONS	4 1%	3 1%	-	1 4%
PRAISE FOR SURVEY - GOOD BEGINNING	1 *	1 *	-	-
DON'T KNOW/NO ANSWER	284 74%	237 75%	14 61%	18 64%

AMERICAN PUBLIC EDUCATION STUDY

TABLE 34

	POPULATION			
	TOTAL	UNDER 500,000	500,000-999,999	1,000,000 OR MORE
BASE - TOTAL SAMPLE	385 100%	318 100%	23 100%	28 100%
REQUESTED SUMMARY	226 59%	186 58%	15 65%	18 64%
PROGRAM DESCRIPTION	22 6%	19 6%	1 4%	2 7%
WILLING TO RECEIVE INQUIRIES	22 6%	18 6%	1 4%	2 7%

QUESTIONNAIRE:
SCHOOL ADMINISTRATORS

December 12, 1989

**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**



Dear School Administrator:

COULD WE ASK A SMALL FAVOR OF YOU?

The American Association of School Administrators, together with Allstate Insurance, is sponsoring a major nationwide survey on how school administrators feel about the involvement of business and industry with education. The survey will provide educators and business leaders with information that will be useful to them, as well as to government leaders.

We would appreciate it if you would take a few minutes to complete the enclosed questionnaire and return it to us in the stamped envelope provided.

Because we are sending the questionnaire to a scientifically selected sample of educators, your answers are essential to the accuracy of this investigation. Please be assured that your answers will be treated with absolute confidentiality.

The results of this study will be presented at an Allstate sponsored education forum scheduled for February, 1990, in Washington, D.C.

Thank you in advance for your cooperation.

Sincerely,

**Richard D. Miller
Executive Director**

P.S.

If you would like a summary of the survey results, please fill out the enclosed postcard and return it with your completed questionnaire.

REACTIONS TO THE AMERICAN PUBLIC EDUCATION SYSTEM

1. How good a job do you think the American public education system is doing at turning out an educated population?

Excellent () 1
 Very good () 2
 Good () 3
 Fair () 4
 Poor () 5

2. If you were asked to grade the American public education system what grade would you give it?

A () 1
 B () 2
 C () 3
 D () 4
 F () 5

3. How good do you think American public education is now compared with 10 years ago?

Much better now () 1
 A little better () 2
 About the same () 3
 A little worse () 4
 Much worse now () 5
 No idea at all () 6

4. How about 10 years from now — around the year 2000 — how good do you think American public education will be compared with how it is now?

Much better 10 years from now () 1
 A little better () 2
 About the same () 3
 A little worse () 4
 Much worse 10 years from now () 5
 No idea at all () 6

5. How do you think the American public education system compares with the education system in each of the following countries?

	I think that the American public education system is:			
	Better	Same	Worse	No Idea At All
How the U.S. compares with England	() 1	() 2	() 3	() 4
How the U.S. compares with the Soviet Union	() 1	() 2	() 3	() 4
How the U.S. compares with Japan	() 1	() 2	() 3	() 4

BELIEFS ABOUT THE AMERICAN PUBLIC EDUCATION SYSTEM

Which factors do you think are most responsible for the problems of the American public education system? (PLEASE "X" AS MANY AS APPLY.)

- Students**
 Poorly motivated students.....() 1
 Poorly disciplined students.....() 2
 Poor student study habits() 3
 Student drug abuse() 4
 Student alcohol abuse() 5
- Families**
 Parents not involved enough.....() 6
 Increased number of
 low-income households.....() 7
 Increased number of non-English
 speaking households.....() 8
 Higher divorce rates() 9
 Increased number of single-parent
 households() 10
- Teachers**
 Inadequately trained teachers.....() 1
 Not enough teachers() 2
 Undermotivated teachers() 3

- School system**
 Not enough involvement on the
 part of business() 1
 Not enough emphasis on special
 education programs.....() 2
 Not enough emphasis on basic
 reading, writing and math skills() 3
 Not enough emphasis on
 elective subjects.....() 4
 Low academic standards.....() 5
 Poor school administrators.....() 6
 Poor school boards.....() 7
 Not enough pre-school facilities.....() 8
 Schools have not been pushed to
 improve their standards.....() 9
 Cuts in Federal budget.....() 10
 Cuts in state or local budget() 11
- Other (SPECIFY)**
 _____() 1

2. Which things do you think would do the most to improve the American public education system? (PLEASE "X" AS MANY AS APPLY.)

- Students**
 Motivate students more() 1
 Discipline students more.....() 2
 Improve student study habits() 3
 Offer programs to meet
 student needs.....() 4
 Reduced class sizes.....() 5
- Families**
 Get parents more involved
 with students() 6
 Get parents more involved
 with schools() 7
- Teachers**
 Increase number of teachers.....() 1
 Involve teachers in the running
 of the schools() 2
 Increase teacher salaries.....() 3
 Make teachers more accountable
 for students' performance.....() 4
 Have fewer students per teacher() 5
 Eliminate tenure for teachers() 6
 Increase social status of
 teachers.....() 7
 Increase the training of teachers
 in the subjects they teach() 8

- School system**
 More involvement from business() 1
 Place more emphasis on basic reading,
 writing and math skills.....() 2
 Offer more elective subjects() 3
 Raise academic standards() 4
 Better school administrators.....() 5
 Better school boards() 6
 Let parents freely choose the school
 for their children() 7
 Have more pre-school facilities.....() 8
 Better career guidance and job
 counseling for students.....() 9
 Give out more homework.....() 11
 Require a longer school day() 12
 Require a longer school year.....() 13
 More emphasis on special education
 programs.....() 1
- Other (SPECIFY)**
 _____() 1
 _____()
 _____()

The next three questions deal with your impressions about the American public education system.
(FOR EACH QUESTION, PLEASE GIVE US YOUR BEST GUESS.)

- | | | | |
|--|----------------------|---|-----|
| 3. About what percent of students drop out before graduating high school? | Less than 10% | { |) 1 |
| | 10% - 19% | { |) 2 |
| | 20% - 29% | { |) 3 |
| | 30% - 39% | { |) 4 |
| | 40% or more | { |) 5 |
| | No idea at all | { |) 6 |
| 4. About what percent of high school graduates are not able to read their diplomas? | Less than 5% | { |) 1 |
| | 5% - 9% | { |) 2 |
| | 10% - 14% | { |) 3 |
| | 15% - 19% | { |) 4 |
| | 20% or more | { |) 5 |
| | No idea at all | { |) 6 |
| 5. About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing and comprehension? | Less than 5% | { |) 1 |
| | 5% - 9% | { |) 2 |
| | 10% - 14% | { |) 3 |
| | 15% - 19% | { |) 4 |
| | 20% or more | { |) 5 |
| | No idea at all | { |) 6 |

The following questions ask for your opinions on the readiness of students educated by the American Public Education System to enter the U.S. work force.

- | | | | |
|--|----------------------------------|---|-----|
| 1. How difficult do you think it is for U.S. companies to find and hire new employees with good basic education skills? | Very difficult | { |) 1 |
| | Fairly difficult | { |) 2 |
| | Not too difficult | { |) 3 |
| | Not at all difficult | { |) 4 |
| 2. How concerned do you think U.S. companies are about the problems of the American public education system? | Very concerned | { |) 1 |
| | Fairly concerned | { |) 2 |
| | Not too concerned | { |) 3 |
| | Not at all concerned | { |) 4 |
| 3. Do you think U.S. companies are finding it more difficult or less difficult now to find and hire new employees with good basic education skills than they did 10 years ago? | More difficult now | { |) 1 |
| | About the same | { |) 2 |
| | Less difficult now | { |) 3 |
| | No idea at all | { |) 4 |
| 4. How about 10 years from now — around the year 2000 — do you think companies will find it more difficult or less difficult to find and hire new employees with good basic education skills than it does now? | More difficult in 10 years | { |) 1 |
| | About the same | { |) 2 |
| | Less difficult in 10 years | { |) 3 |
| | No idea at all | { |) 4 |

7. In the first column, please indicate what, if anything, you think U.S. companies are doing now to help overcome the problems of the public education system in your area. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate what, if anything, you think U.S. companies should be willing to do (if asked) to help overcome the problems of the public education system in your area(s). (PLEASE "X" AS MANY AS APPLY.)

	U.S. Companies Doing Now	U.S. Companies Should be Willing To Do
Contribute money.....	() 1	() 1
Contribute materials or equipment.....	() 2	() 2
Encourage employees to serve on local school boards.....	() 3	() 3
Encourage employees to teach courses.....	() 4	() 4
Offer career or job counseling to students.....	() 5	() 5
Encourage employees to serve as tutors to help students.....	() 6	() 6
Offer summer jobs or part-time jobs to students ..	() 7	() 7
Encourage disadvantaged students to graduate from high school by providing jobs for them.....	() 1	() 1
Lobby legislatures for education reforms.....	() 2	() 2
Loan executives to the public education system ..	() 3	() 3
Support a tax increase to pay for improvements in the public education system.....	() 4	() 4
Other (SPECIFY).....	() 5	() 5
NONE OF THE ABOVE.....	() 0	() 0

8. Overall, considering what you know about current involvement, how much difference do you think U.S. companies' efforts have made in the quality of the education provided by your area's public education system?
- | | |
|---|-------|
| A big difference..... | () 1 |
| A fair amount of difference..... | () 2 |
| Not much difference..... | () 3 |
| No difference at all..... | () 4 |
| U.S. companies are not involved
with public education in my area.... | () 5 |

9. In the first column, please indicate to which school levels, if any, you think U.S. companies contribute money now. (PLEASE "X" AS MANY AS APPLY.)
- In the second column, please indicate to which school levels, if any, you think U.S. companies should be willing (if asked) to contribute money. (PLEASE "X" AS MANY AS APPLY.)

	U.S. Companies Give Money Now	U.S. Companies Should Be Willing To Give Money
Pre-school.....	() 1	() 1
Elementary school.....	() 2	() 2
Junior high school.....	() 3	() 3
High school.....	() 4	() 4
Vocational school.....	() 5	() 5
College.....	() 6	() 6
Graduate school.....	() 7	() 7
NONE OF THE ABOVE.....	() 0	() 0

10. If your school has been offered assistance by a company, how willing has your school been to accept a company's assistance?

Very willing()1
 Fairly willing()2
 Not too willing()3
 Not at all willing()4
 Assistance has not been offered()5

11. How effective do you think the state in which your school is located has been in implementing public education reform initiatives?

Very effective()1
 Fairly effective()2
 Not too effective()3
 Not at all effective()4
 No idea at all()5

SCHOOL CHARACTERISTICS

1. About how many students does your school have?

Under 100 students()1
 100 - 299 students()2
 300 - 399 students()3
 400 - 499 students()4
 500 or more students()5

2. How much do you expect your school's enrollment to expand between now and 10 years from now — that is, around the year 2000?

Grow _____ %()1
 stay the same()2
 Decrease _____ %()3

3. Is your school located in or near a city of:

1,000,000 population and over()1
 500,000 up to 1,000,000 population()2
 100,000 up to 500,000 population()3
 Under 100,000 population()4

4. In what state is your school located?

PERSONAL CHARACTERISTICS

1. What type of school do you work in?

Public school()1
 Parochial school()2
 Private school()3

2. What grade levels are taught at your school?

Elementary()1
 Intermediate/Jr. High()2
 High School()3
 Trade School()4
 Other (SPECIFY)()5

3. What is your age?

34 years or under()1
 35 - 44 years()2
 45 - 54 years()3
 55 - 64 years()4
 65 years or over()5

4. Do you have any other comments on the subjects discussed in this survey?

THANK YOU VERY MUCH!

**QUESTIONNAIRE,
CORPORATE EXECUTIVES**

FORTUNE

James B. Hayes
Publisher

Dear :

COULD WE ASK A SMALL FAVOR OF YOU?

Fortune Magazine and Allstate Insurance are sponsoring a major nationwide survey on how the leaders of American business feel about the American public education system and the impact that it is having on American corporations. The survey hopes to provide American businesses with information that will be useful to them, as well as to government leaders.

We would very much appreciate it if you would take a few minutes to fill out the enclosed questionnaire or pass it on to an appropriate senior manager. When the questionnaire has been completed, simply return it to us in the stamped envelope provided.

Because we are sending the questionnaire to a scientifically selected sample of American business leaders, your answers are essential to the accuracy of the investigation. Please be assured that your answers will be treated with absolute confidentiality.

Thank you in advance for your cooperation.

Sincerely,



James B. Hayes
Publisher

P.S.

The enclosed \$5 bill is just a token of our appreciation.

If you would like a summary of the results of the survey so you can see how other businesses have responded, please fill out the enclosed postcard and send it separately to us.

REACTIONS TO THE AMERICAN PUBLIC EDUCATION SYSTEM

- | | | | | |
|----|---|---------------------------------|------|---|
| 1. | How good a job do you think the American public education system is doing at turning out an educated population? | Excellent..... | []1 | 5 |
| | | Very good..... | []2 | |
| | | Good..... | []3 | |
| | | Fair..... | []4 | |
| | | Poor..... | []5 | |
| 2. | If you were asked to grade the American public education system, what grade would you give it? | A..... | []1 | 6 |
| | | B..... | []2 | |
| | | C..... | []3 | |
| | | D..... | []4 | |
| | | F..... | []5 | |
| 3. | How good do you think American public education is <u>now</u> compared with 10 years ago? | Much better now..... | []1 | 7 |
| | | A little better..... | []2 | |
| | | About the same..... | []3 | |
| | | A little worse..... | []4 | |
| | | Much worse now..... | []5 | |
| | | No idea at all..... | []6 | |
| 4. | How about 10 years from now -- around the year 2000 -- how good do you think American public education will be compared with how it is now? | Much better 10 years from now.. | []1 | 8 |
| | | A little better..... | []2 | |
| | | About the same..... | []3 | |
| | | A little worse..... | []4 | |
| | | Much worse 10 years from now.. | []5 | |
| | | No idea at all..... | []6 | |
| 5. | How much of a problem do you think the American public education system is for the United States? | Not a problem at all:..... | []1 | 9 |
| | | Not much of a problem..... | []2 | |
| | | A fairly big problem..... | []3 | |
| | | A very big problem..... | []4 | |
| 6. | How do you think the American public education system compares with the education system in each of the following countries? | | | |

I think that the American public education system is:

	<u>Better</u>	<u>Same</u>	<u>Worse</u>	<u>No Idea At All</u>	
How the U.S. compares with England.....	[]1	[]2	[]3	[]4	-10
How the U.S. compares with the Soviet Union.....	[]1	[]2	[]3	[]4	-11
How the U.S. compares with Japan.....	[]1	[]2	[]3	[]4	-12

BELIEFS ABOUT THE AMERICAN PUBLIC EDUCATION SYSTEM

1. Which factors do you think are most responsible for the problems of the American public education system? (PLEASE "X" AS MANY AS APPLY.)

Students 13
 Poorly motivated students..... []1
 Poorly disciplined students.... []2
 Poor student study habits..... []3
 Student drug abuse..... []4
 Student alcohol abuse..... []5

Families
 Parents not involved enough.... []6
 More low-income households..... []7
 More non-English speaking households..... []8
 Higher divorce rate..... []9
 More single-parent households.. []0

Teachers 14
 Inadequately trained teachers.. []1
 Not enough teachers..... []2
 Undermotivated teachers..... []3

School system
 Not enough emphasis on basic reading, writing and math skills..... 15 []1
 Not enough emphasis on elective subjects..... []2
 Low academic standards..... []3
 Poor school administrators..... []4
 Poor school boards..... []5
 Not enough pre-school facilities []6
 Schools have not been pushed to improve their standards.... []7
 Cuts in Federal budget..... []8
 Cuts in state or local budget... []9

Other (SPECIFY) 16
 _____ []1

2. Which things do you think would do the most to improve the American public education system? (PLEASE "X" AS MANY AS APPLY.)

Students 17
 Motivate students more..... []1
 Discipline students more..... []2
 Improve student study habits... []3

Families
 Get parents more involved with students..... []4
 Get parents more involved with schools..... []5

Teachers 18
 Increase number of teachers.... []1
 Involve teachers in the running of the schools..... []2
 Increase teacher salaries..... []3
 Make teachers more accountable for students' performance.... []4
 Have fewer students per teacher []5
 Eliminate tenure for teachers.. []6
 Increase social status of teachers..... []7
 Increase the training of teachers in the subjects they teach..... []8

School system
 Place more emphasis on basic reading, writing and math skills..... 19 []1
 Offer more elective subjects.... []2
 Raise academic standards..... []3
 Better school administrators.... []4
 Better school boards..... []5
 Let parents freely choose the school for their children..... []6
 Have more pre-school facilities. []7
 Better career guidance and job counseling for students..... []8
 Give out more homework..... []9
 Require a longer school day..... []0
 Require a longer school year.... []X

Other (SPECIFY) 20
 _____ []1
 _____ []
 _____ []

The next three questions deal with your impressions about the American public education system. (FOR EACH QUESTION, PLEASE GIVE US YOUR BEST GUESS.)

- | | | |
|----|---|---|
| | | 21 |
| 3. | About what percent of students drop out before graduating high school? | Less than 10%..... []1
10% - 19%..... []2
20% - 29%..... []3
30% - 39%..... []4
40% or more..... []5
No idea at all..... []6 |
| | | 22 |
| 4. | About what percent of high school graduates are not able to read their diplomas? | Less than 5%..... []1
5% - 9%..... []2
10% - 14%..... []3
15% - 19%..... []4
20% or more..... []5
No idea at all..... []6 |
| | | 23 |
| 5. | About what percent of adult Americans are functionally illiterate by the simplest tests of everyday reading, writing and comprehension? | Less than 5%..... []1
5% - 9%..... []2
10% - 14%..... []3
15% - 19%..... []4
20% or more..... []5
No idea at all..... []6 |

COMPANY INVOLVEMENT IN THE AMERICAN PUBLIC EDUCATION SYSTEM

- | | | |
|----|---|--|
| | | 24 |
| 1. | How concerned is your company about the problems of the American public education system? | Very concerned..... []1
Fairly concerned..... []2
Not too concerned..... []3
Not at all concerned []4 |
| | | 25 |
| 2. | How difficult is it now for your company to hire new employees with good basic education skills? | Very difficult..... []1
Fairly difficult..... []2
Not too difficult..... []3
Not at all difficult []4 |
| | | 26 |
| 3. | Is your company finding it more difficult or less difficult now to hire new employees with good basic education skills than it did 10 years ago? | More difficult now..... []1
About the same..... []2
Less difficult now..... []3
No idea at all..... []4 |
| | | 27 |
| 4. | How about 10 years from now -- around the year 2000 -- do you think your company will find it more difficult or less difficult to hire new employees with good basic education skills than it does now? | More difficult in 10 years.... []1
About the same..... []2
Less difficult in 10 years.... []3
No idea at all..... []4 |

5. How much is the lack of good basic education skills among your company's employees reducing your company's productivity?

28
A lot..... []1
A fair amount..... []2
Not too much..... []3
Not at all..... []4

6. How much is the lack of good basic education skills among your company's employees reducing your company's ability to compete effectively against foreign companies?

29
A lot..... []1
A fair amount..... []2
Not too much..... []3
Not at all..... []4
Do not compete against foreign companies..... []5

7. In the first column, please indicate what, if anything, your company is doing now to help overcome the problems of the public education system in the area(s) in which your company is located. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate what, if anything, your company would be willing to do (if asked) to help overcome the problems of the public education system in the area(s) in which your company is located. (PLEASE "X" AS MANY AS APPLY.)

	Company Doing Now	Company Willing To Do
Contribute money.....	30 []1	32 []1
Contribute materials or equipment.....	[]2	[]2
Encourage employees to serve on local school boards.....	[]3	[]3
Encourage employees to teach courses.....	[]4	[]4
Offer career or job counseling to students.....	[]5	[]5
Encourage employees to serve as tutors to help students.....	[]6	[]6
Offer summer jobs or part-time jobs to students.....	[]7	[]7
Encourage disadvantaged students to graduate from high school by providing jobs for them.....	31 []1	33 []1
Lobby legislatures for education reforms.....	[]2	[]2
Loan executives to the public education system.....	[]3	[]3
Support a tax increase to pay for improvements in the public education system.....	[]4	[]4
Other (SPECIFY) _____	[]5	[]5
NONE OF THE ABOVE.....	[]0	[]0

8. Overall, considering your company's activities, how much difference do you think your company's efforts have made in the quality of the education provided by your area's public education system?

34
A big difference..... []1
A fair amount of difference... []2
Not much difference..... []3
No difference at all..... []4
Company not involved with public education system..... []5

9. In the first column, please indicate to which school levels, if any, your company contributes money now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate to which school levels, if any, your company would be willing (if asked) to contribute money. (PLEASE "X" AS MANY AS APPLY.)

	Company Gives Money Now	Company Willing To Give Money
	35	36
Pre-school.....	[]1	[]1
Elementary school.....	[]2	[]2
Junior high school.....	[]3	[]3
High school.....	[]4	[]4
Vocational school.....	[]5	[]5
College.....	[]6	[]6
Graduate school.....	[]7	[]7
NONE OF THE ABOVE.....	[]0	[]0

10. In the first column, please indicate which things, if any, you yourself have ever done for the public school system after completing your own education. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate which things, if any, you yourself would be willing to do (if asked) for the public school system. (PLEASE "X" AS MANY AS APPLY.)

	Ever Done	Willing To Do
	37	38
Give guest lectures to students.....	[]1	[]1
Teach courses.....	[]2	[]2
Tutor students.....	[]3	[]3
Career job counseling for students.....	[]4	[]4
PTA officer.....	[]5	[]5
Serve on a school board.....	[]6	[]6
NONE OF THE ABOVE.....	[]0	[]0

11. If your company has offered assistance to your state or local public education system, how willing were they to accept your company's assistance?

Very willing.....	[]1
Fairly willing.....	[]2
Not too willing.....	[]3
Not at all willing.....	[]4
Company not involved with public education system.....	[]5

12. How effective do you think the state in which your company is located has been in implementing public education reform initiatives?

Very effective.....	[]1
Fairly effective.....	[]2
Not too effective.....	[]3
Not at all effective.....	[]4
No idea at all.....	[]5

COMPANY INVOLVEMENT IN EMPLOYEE TRAINING AND DEVELOPMENT

1. In your opinion, considering your company's needs, how valuable is the preparation and training provided by vocational and technical schools?
- | | | |
|--------------------------|------|----|
| Very valuable..... | []1 | 41 |
| Fairly valuable..... | []2 | |
| Not too valuable..... | []3 | |
| Not at all valuable..... | []4 | |

2. Which of the following, if any, does your company reimburse or pay the cost of?

	Yes, Pays Full Amount	Yes, Pays Partial Amount	No, Does Not Pay	No Idea At All
If an employee is working toward a <u>degree</u> in a <u>job-related</u> field.....	[]1	[]2	[]3	[]4 -42
If an employee is working toward a <u>degree</u> in a <u>non-job-related</u> field.....	[]1	[]2	[]3	[]4 -43
If an employee is taking a <u>course</u> in a <u>job-related</u> field.....	[]1	[]2	[]3	[]4 -44
If an employee is taking a <u>course</u> in a <u>non-job-related</u> field.....	[]1	[]2	[]3	[]4 -45

3. There are two types of courses that employees might take to improve their skills: (a) remedial courses for basic skills (like reading, writing and math) and (b) developmental or training courses to help employees improve or advance on their job.

In the first column, please indicate which things, if any, your company offers its employees now. (PLEASE "X" AS MANY AS APPLY.)

In the second column, please indicate which things, if any, your company would be willing to offer its employees. (PLEASE "X" AS MANY AS APPLY.)

	Company Offers Now	Company Willing To Offer
<u>On-site remedial</u> basic skills courses for employees.....	[]1	[]1
<u>Off-site remedial</u> basic skills courses for employees.....	[]2	[]2
<u>On-site developmental or training</u> courses for employees....	[]3	[]3
<u>Off-site developmental or training</u> courses for employees...	[]4	[]4
NONE OF THE ABOVE.....	[]5	[]5

4. Of the money your company spends on remedial courses for its employees, what percent of this money do you feel is being spent effectively?

% spent
effectively..... % (48,49)

5. Of the money your company spends on developmental or training courses for its employees, what percent of this money do you feel is being spent effectively?

% spent
effectively..... % (50,51)

COMPANY CHARACTERISTICS

1. About how many employees does your company have, including all branches and divisions?

52
Under 1,000 employees..... []1
1,000 - 4,999 employees..... []2
5,000 - 9,999 employees..... []3
10,000 or more employees..... []4

2. About what percent do you expect your company's workforce to expand between now and 10 years from now -- that is, around the year 2000?

% expansion
expected..... % (53,54)

3. About what percent of your workforce do you think has some college education? (PLEASE GIVE US YOUR BEST GUESS.)

% with some
college
education..... % (55,56)

4. In your opinion, around the year 2000, about what percent of your workforce do you think will need to have some college education for your company to compete effectively?

% will need
to have some
college
education..... % (57,58)

5. Is your company's headquarters located in or near a city of:

59
1,000,000 population and over. []1
500,000 up to 1,000,000
population..... []2
100,000 up to 500,000
population..... []3
Under 100,000 population..... []4

6. In what state is your company's headquarters located? (PLEASE DO NOT ABBREVIATE.)

60-
61-

PERSONAL CHARACTERISTICS

1. What is your title? 62
Chairman/President/CEO..... []1
Vice President..... []2
Division Head..... []3
Department Head..... []4
Other (SPECIFY) _____ []0
2. What department do you work in? 63
General administration..... []1
Personnel/human resources..... []2
Public relations/communica-
tions..... []3
Legal..... []4
Training/education..... []5
Community affairs..... []6
Other (SPECIFY) _____ []0
3. What is your age? 64
34 years or under..... []1
35 - 44 years..... []2
45 - 54 years..... []3
55 - 64 years..... []4
65 years or over..... []5
4. How far did you go in school? 65
Did not complete high school.. []1
Completed high school..... []2
Some college..... []3
Completed college..... []4
Some graduate school..... []5
Graduate degree..... []6
5. Do you have any children who are 66
in elementary school, junior high
school or high school?
Yes..... []1
No..... []2
- IF YES: 67
What types of schools do they
attend? (PLEASE "X" AS MANY AS
APPLY.)
Public school..... []1
Parochial school..... []2
Private school..... []3
6. Do you have any other comments?

68-1

THANK YOU VERY MUCH!!